



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5800 S. Forest Ave., Tempe, AZ 85283

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Christine Trujillo
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.tempe3.k12.az.us/district/Aguilar/index.h
Phone Number : (480) 897-2544
Fax Number : (480) 838-1179
E-mail : ctrujill@tempeschools.org

Mission

The Aguilar School community will provide opportunities within a positive learning environment for all students to become motivated lifelong learners with appropriate social skills and an awareness of their responsibilities in the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To improve all student achievement in reading by one year's growth based on NWEA tests, TerraNova and AIMS tests.
- ü To improve student achievement in math by one year's growth based on NWEA tests, Terra Nova and AIMS tests.
- ü To meet and fulfill guidelines and standards set by NCLB.
- ü To have 100% of students reach benchmark on the Dynamic Indicators of Basic Early Literacy Skills, known as Dibels.

Enrollment

October 1, 2005 School Year Student Enrollment : 540
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 137

Instructional Programs

- Ü Full-day Kindergarten
- Ü Harcourt Reading Program
- Ü Curriculum Alignment
- Ü Gifted Education
- Ü Harcourt Math Program
- Ü Reading First School
- Ü Assistance in Reading Mastery

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 40 minutes
First Day of School :	8/7/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To ensure a safe learning environment is provided on a daily basis; striving for high academic/ behavioral expectations according to the Arizona Academic Standards; having a site-based, successful learning environment for all students; strong ongoing home/school communication including phone calls and parent conferences; parent/school compact and school handbook/calendar .

Parents

Attend parent/teacher conferences; monitor homework; maintain open communication with school staff; have students attend daily and on time; sign parent compact to support their child's learning; attend parent workshops that are provided free of charge to all parents and are presented by Aguilar staff.

Transportation Policy

Our school follows a standardized districtwide policy on transportation, safety and behavior. Violations of transportation policies are referred to the school administration for corrective or disciplinary action.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Tempe Diablos Excellence in Education	2006
Ü TD #3 Impact Award Recipients	2005
Ü Tempe Community in School Grant	2005
Ü Arizona School Nurse of the year	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1503	80010	100	100	99	426	439	447	19	12	10	29	22	18	45	52	53	7	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	735	38935	100	100	99	426	438	447	18	12	9	29	22	19	50	53	55	3	13	17
Male	41	768	40974	100	100	98	427	440	448	20	12	11	29	22	18	41	51	52	10	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	46	723	34545	100	100	99	426	430	432	17	14	14	28	26	24	50	52	53	4	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	13	414	35142	100	100	99	455	465	465	8	5	5	15	12	11	54	53	56	23	31	28
Students with Disabilities	14	256	10161	100	100	93	402	419	419	57	29	28	21	29	28	14	32	36	7	10	8
Students without Disabilities	61	1247	69849	100	100	100	432	443	451	10	8	7	31	21	17	52	56	56	7	14	19
Limited English Proficient Students	13	262	14013	100	100	97	400	409	413	15	24	24	69	38	34	15	35	39	NA	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	54	1056	39029	100	100	98	412	428	432	24	15	14	35	27	25	41	52	52	NA	7	9
Non-Economically Disadvantaged	21	447	40981	100	100	100	462	466	462	5	5	6	14	11	13	57	54	54	24	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1494	79438	100	100	98	434	443	451	16	11	9	28	29	24	48	52	56	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	731	38775	100	99	99	443	449	457	9	8	7	32	27	22	47	56	58	12	9	13
Male	41	763	40560	100	100	97	427	439	446	22	14	12	24	30	25	49	49	54	5	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	46	717	34297	100	99	98	437	434	434	17	14	14	22	33	31	54	50	50	7	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	13	413	34887	100	100	98	458	468	471	8	5	4	23	19	15	54	58	63	15	18	18
Students with Disabilities	14	250	9588	100	98	88	396	413	416	43	31	30	36	31	32	14	34	34	7	4	5
Students without Disabilities	61	1244	69850	100	100	100	443	449	456	10	7	7	26	28	23	56	56	59	8	8	12
Limited English Proficient Students	13	257	13856	100	98	96	400	404	407	23	28	27	62	46	43	15	26	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	54	1048	38685	100	99	97	421	432	435	20	14	14	31	33	32	46	50	50	2	3	5
Non-Economically Disadvantaged	21	446	40753	100	100	99	468	470	467	5	5	5	19	17	16	52	59	62	24	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	1502	79971	100	100	99	414	424	423	15	9	8	39	38	41	40	48	49	7	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	735	38974	100	100	99	441	439	437	9	6	5	29	32	33	47	55	57	15	7	4
Male	41	767	40895	100	100	98	393	408	410	20	12	10	46	44	47	34	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	46	720	34481	100	99	99	424	418	410	13	10	10	33	40	46	48	47	43	7	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	13	416	35150	100	100	99	427	440	437	8	5	5	46	34	35	31	53	56	15	8	5
Students with Disabilities	14	258	10258	100	100	94	331	372	377	43	23	23	36	52	51	21	23	25	NA	3	1
Students without Disabilities	61	1244	69713	100	100	100	434	434	429	8	6	5	39	36	39	44	53	52	8	5	3
Limited English Proficient Students	13	261	13985	100	100	97	388	375	382	15	24	18	54	50	54	31	26	27	NA	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	54	1054	38994	100	99	98	404	414	409	17	10	10	43	42	47	39	45	41	2	2	1
Non-Economically Disadvantaged	21	448	40977	100	100	100	442	445	437	10	6	5	29	29	34	43	55	56	19	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1609	80147	100	100	99	480	476	482	11	12	11	22	21	17	40	45	49	27	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	824	39281	100	100	99	469	476	483	9	12	9	35	21	17	35	44	50	21	22	24
Male	47	785	40780	100	100	98	490	475	482	13	12	12	11	21	17	45	46	48	32	21	24
African American	NC	170	4249	NC	99	99	NC	464	464	NC	16	17	NC	21	22	NC	52	48	NC	12	13
Hispanic	54	779	33494	100	100	99	479	468	466	11	13	15	17	25	23	44	46	49	28	16	14
Asian/Pacific Islander	--	45	2103	--	100	99	--	495	515	--	9	4	--	13	8	--	42	44	--	36	45
American Indian/Alaskan Native	12	151	4117	100	100	96	452	455	456	17	20	19	50	26	27	25	44	46	8	9	8
White	20	464	36122	100	100	99	503	498	501	10	8	5	15	13	10	35	41	50	40	37	35
Students with Disabilities	20	243	10295	100	99	92	425	434	443	45	40	33	25	29	26	25	23	33	5	9	8
Students without Disabilities	70	1366	69852	100	100	100	495	483	488	1	8	7	21	19	16	44	49	51	33	24	26
Limited English Proficient Students	18	319	12722	100	100	97	429	438	441	39	27	27	28	36	33	33	32	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	65	1141	38371	100	100	97	467	464	465	15	16	15	26	25	23	38	45	49	20	15	13
Non-Economically Disadvantaged	25	468	41776	100	100	100	514	503	498	NA	5	6	12	12	11	44	45	49	44	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1601	79686	97	99	98	469	463	470	11	14	11	21	27	24	59	52	57	9	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	819	39163	98	99	99	471	470	475	10	11	9	21	23	22	60	56	60	10	9	10
Male	45	782	40438	96	99	97	468	457	465	13	16	13	20	30	25	58	48	54	9	6	7
African American	NC	168	4228	NC	98	98	NC	461	458	NC	13	15	NC	27	28	NC	57	53	NC	3	4
Hispanic	51	773	33299	94	99	98	472	454	452	12	16	17	16	32	32	65	47	47	8	5	3
Asian/Pacific Islander	--	45	2097	--	100	99	--	472	490	--	13	5	--	22	13	--	51	68	--	13	14
American Indian/Alaskan Native	12	152	4087	100	100	96	448	447	446	17	20	16	25	32	38	58	45	44	NA	3	2
White	20	463	35914	100	100	98	482	484	489	5	8	5	25	15	15	50	62	67	20	14	14
Students with Disabilities	20	239	9808	100	98	87	415	420	432	45	47	35	40	28	32	10	23	30	5	2	3
Students without Disabilities	67	1362	69878	96	99	100	486	471	475	1	8	8	15	26	23	73	57	61	10	8	9
Limited English Proficient Students	15	314	12594	83	98	96	417	419	422	40	36	34	40	46	45	20	18	21	NA	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	63	1134	38095	97	99	97	458	452	452	16	18	17	24	31	32	56	46	48	5	5	3
Non-Economically Disadvantaged	24	467	41591	96	100	99	499	490	486	NA	4	6	13	16	16	67	67	65	21	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	1606	80372	99	100	99	473	475	475	6	4	4	31	32	30	62	62	64	1	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	823	39452	100	100	99	487	489	488	2	3	3	28	22	22	67	72	72	2	3	3
Male	46	783	40836	98	99	98	460	459	464	9	6	6	35	42	37	57	51	56	NA	1	1
African American	NC	168	4264	NC	98	99	NC	473	465	NC	3	5	NC	37	35	NC	59	59	NC	1	1
Hispanic	54	779	33608	100	100	99	476	468	462	6	6	6	31	35	36	63	58	57	NA	1	1
Asian/Pacific Islander	--	45	2098	--	100	99	--	493	500	--	2	2	--	20	16	--	76	75	--	2	7
American Indian/Alaskan Native	12	152	4128	100	100	97	469	467	464	NA	3	4	50	38	39	50	59	56	NA	NA	1
White	19	462	36213	95	99	99	468	487	489	11	4	2	21	23	22	63	69	72	5	4	3
Students with Disabilities	20	242	10526	100	99	94	411	421	427	25	18	15	60	56	53	15	26	31	NA	NA	1
Students without Disabilities	69	1364	69846	99	100	100	491	484	482	NA	2	3	23	27	26	75	69	69	1	2	2
Limited English Proficient Students	18	318	12747	100	99	97	441	439	432	17	11	12	50	51	52	33	38	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	65	1138	38521	100	99	98	467	466	461	8	5	6	34	37	38	57	56	55	2	1	1
Non-Economically Disadvantaged	24	468	41851	96	100	100	490	496	489	NA	2	3	25	18	22	75	77	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1433	79306	100	100	99	485	500	504	16	14	13	28	21	20	51	48	49	6	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	691	38845	100	100	99	495	499	505	9	14	11	24	21	20	59	50	50	9	15	18
Male	41	742	40383	100	100	98	474	502	504	24	14	14	32	21	19	41	46	47	2	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	45	661	32673	100	100	99	478	490	487	13	15	18	38	25	25	47	50	46	2	9	10
Asian/Pacific Islander	--	54	2147	--	100	99	--	535	539	--	7	5	--	15	10	--	41	46	--	37	40
American Indian/Alaskan Native	10	114	4034	100	100	97	NA	482	479	NA	18	22	NA	32	29	NA	39	43	NA	11	7
White	28	449	36234	100	100	99	499	522	523	14	8	6	14	12	13	61	49	52	11	31	28
Students with Disabilities	19	258	10286	100	100	91	447	461	462	58	42	41	26	29	27	16	24	27	NA	6	5
Students without Disabilities	68	1175	69020	100	100	100	496	509	510	4	8	9	28	20	18	60	53	52	7	19	21
Limited English Proficient Students	22	264	10291	100	100	96	458	465	458	41	30	38	32	37	34	27	30	26	NA	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	59	985	37437	100	100	97	478	488	486	22	17	19	31	26	26	44	48	46	3	9	9
Non-Economically Disadvantaged	28	448	41869	100	100	100	501	528	521	4	6	7	21	11	14	64	47	51	11	35	27

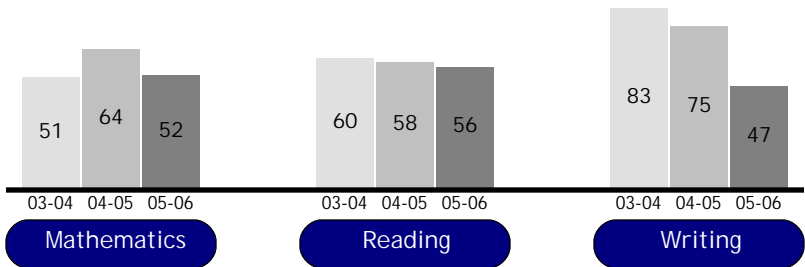
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1423	79000	100	99	98	477	484	489	15	10	10	23	26	24	61	58	58	1	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	687	38774	100	99	99	488	488	494	7	8	7	20	23	22	72	61	61	2	8	10
Male	41	736	40150	100	100	98	464	481	485	24	12	12	27	28	25	49	55	55	NA	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	45	653	32508	100	99	98	471	473	472	16	12	15	27	30	33	58	56	49	NA	1	3
Asian/Pacific Islander	--	54	2142	--	100	99	--	497	510	--	11	4	--	20	14	--	56	67	--	13	16
American Indian/Alaskan Native	10	114	4016	100	100	96	NA	470	467	NA	11	14	NA	39	37	NA	44	46	NA	5	2
White	28	448	36135	100	100	98	490	507	508	14	4	4	11	15	14	71	66	67	4	15	15
Students with Disabilities	19	248	9991	100	97	88	432	448	449	53	33	33	26	40	36	21	25	29	NA	3	2
Students without Disabilities	68	1175	69009	100	100	100	489	492	495	4	5	6	22	23	22	72	65	62	1	7	10
Limited English Proficient Students	22	259	10199	100	98	95	441	445	439	41	27	35	27	47	47	32	25	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	59	977	37234	100	99	97	467	474	472	20	13	15	27	30	33	53	55	50	NA	2	3
Non-Economically Disadvantaged	28	446	41766	100	100	99	497	508	505	4	4	5	14	16	16	79	63	65	4	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	1430	79611	100	100	99	487	492	496	13	8	7	31	39	37	56	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	689	39016	100	100	99	507	507	511	4	4	4	28	32	29	67	62	66	NA	1	1
Male	41	741	40519	100	100	98	464	477	482	22	11	10	34	46	44	44	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	45	660	32855	100	100	99	491	484	481	9	9	10	38	41	43	53	49	47	NA	0	0
Asian/Pacific Islander	--	54	2149	--	100	100	--	494	519	--	13	4	--	22	24	--	63	70	--	2	2
American Indian/Alaskan Native	10	113	3992	100	99	96	NA	487	478	NA	4	10	NA	47	46	NA	49	44	NA	NA	0
White	28	448	36380	100	100	99	483	507	511	21	5	4	21	35	30	57	58	65	NA	2	1
Students with Disabilities	19	257	10664	100	100	94	405	438	440	53	23	23	42	58	54	5	19	22	NA	0	1
Students without Disabilities	68	1173	68947	100	100	100	509	503	504	1	4	4	28	35	34	71	60	61	NA	1	1
Limited English Proficient Students	22	265	10362	100	100	97	446	443	438	18	20	22	59	56	57	23	24	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	59	983	37626	100	100	98	481	482	479	15	9	10	32	43	45	53	48	45	NA	0	0
Non-Economically Disadvantaged	28	447	41985	100	100	100	499	512	511	7	4	4	29	31	30	64	62	65	NA	2	1

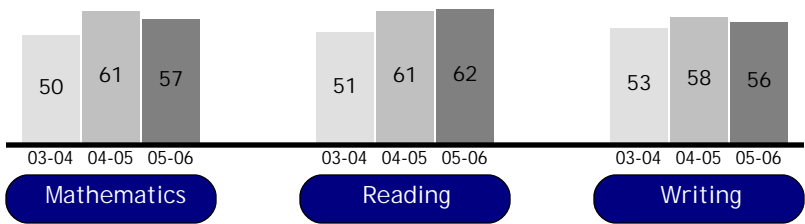
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	56	NA	58	99	34	41	47	95	41	41	46
	Language	95	41	44	50	99	35	39	47	95	37	39	48
	Mathematics	97	59	57	64	100	37	44	50	95	39	41	52
3	Reading	100	44	NA	55	100	41	41	44	100	39	41	46
	Language	100	53	54	61	100	43	40	44	100	32	39	46
	Mathematics	100	45	54	61	100	47	46	51	100	37	46	52
4	Reading	95	48	NA	56	100	43	43	48	96	48	44	52
	Language	97	47	45	52	100	44	45	49	99	52	46	52
	Mathematics	96	58	51	61	100	46	48	53	99	54	52	58
5	Reading	99	46	NA	55	100	44	46	50	100	48	52	56
	Language	100	41	43	49	100	44	45	50	100	44	48	54
	Mathematics	99	65	59	63	100	42	45	49	100	39	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Curriculum Development
- ü Schoolwide Planning
- ü Instructional Strategies
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	8.00	Teacher Aide	16.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	5	3	0	0
10 or more years	5	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	87
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Computer Lab - with 36 iMac Computers
- ü Parent Resource Center
- ü Media Center/Library with 10,000+ books

Extracurricular Activities

- ü Echool Newspaper
- ü Sign Language Club

Social Services

- ü Afterschool Program
- ü Parent Liasion
- ü Breakfast/Lunch Programs
- ü Social Worker
- ü Business Partners
- ü Community Liasion
- ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Seventy-three percent (73%) of 3rd grade students met or exceeded the 3rd grade standard on the state AIMS tests in math.
- ü The Aguilar teaching staff continues to obtain ELL/SEI endorsements and implement ELL-strategies in classrooms throughout the school.
- ü Seventy-six percent (76%) of fourth grade students met or exceeded the 4th grade standard on the state AIMS tests in reading.
- ü Seventy-two percent (72%) of fifth grade students met or exceeded the 5th grade standard on the state AIMS test in math.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Aguilar School Community has a Crisis Management Plan. Visitors must sign-in and obtain a name tag for identification. All district staff members are required to wear ID badges for safety while on campus. All of these precautions are in place to ensure a safe and healthy learning environment for all of our students.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Christine Trujillo	(480) 897-2544
Transportation Policy	Paul Novak	(480) 784-1337
Community Resources	Jackie Favarro	(480) 897-2544
School Nutrition Programs	Sylvia Garces	(480) 897-2544
Parent Organization	Liz Canez/Kyle Wahlgren	(480) 897-2544
Student Health/Nurse	Nurse	(480) 897-2544

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 526 Copies = \$205.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.